



Concept Environmental and Social Review Summary

Concept Stage

(ESRS Concept Stage)

Date Prepared/Updated: 09/21/2020 | Report No: ESRSC01592



BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
Zambia	AFRICA EAST	P173472	
Project Name	Voice and Accountability: Community Empowerment for Improved Local Service Delivery in Zambia		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Governance	Investment Project Financing		6/19/2020
Borrower(s)	Implementing Agency(ies)		
Civil Society for Poverty Reduction (CSPR)	Civil Society for Poverty Reduction (CSPR)		

Proposed Development Objective

To improve the capacity of communities in engaging with school management and local authorities in the delivery of education services in the selected districts.

This will be achieved by (i) building capacity of communities in social accountability in education service delivery and (ii) empowering communities to engage and participate in a dialogue with school management and local authorities for demanding improved education service delivery.

Financing (in USD Million)	Amount
Total Project Cost	2.75

B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?

No

C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]

The proposed project aims to address the challenges of poor communities in Zambia in the areas of social accountability and citizen engagement. The Project Development Objective (PDO) is to improve the capacity of



communities in engaging with school management and local authorities in the delivery of education services in the selected districts. The project has three components to enable achievement of PDO. Component 1 focuses on building awareness and capacity of communities in the delivery of education services, Component 2 will empower communities to engage and participate in the delivery of education services, and Component 3 supports project management and administration, monitoring and evaluation (M&E) and knowledge dissemination. The project will target poor citizens in rural communities in 9 districts, benefiting approximately 86,000 citizens. 9 target districts include Kaoma, Kalabo, Nalolo, Sesheke and Senanga in Western Province and Katete, Sinda, Vubwi and Mambwe in Eastern Province. The JSDF project will be implemented by the Civil Society for Poverty Reduction (CSPR), a Zambia-based civil society organization (CSO) in partner with the Partnership for Transparency Fund (PTF).

D. Environmental and Social Overview

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

The proposed project will be implemented in the Western and Eastern Provinces of Zambia. These provinces have been selected as being two of the poorest and most under served provinces in Zambia. Within these provinces, the project will target poor citizens in rural communities in 9 districts, benefiting approximately 86,000 citizens. The 9 target districts include Kaoma, Kalabo, Nalolo, Sesheke and Senanga in Western Province and Katete, Sinda, Vubwi and Mambwe in Eastern Province. The targeted beneficiaries are citizens who live in rural areas where information sharing and public service provision by local authorities are limited and where community participation in the education service delivery process is also limited.

These areas are characterized by high poverty rates, poor road infrastructure, inadequate access to basic services such as clean water and sanitation, connectivity challenges and lack of access to electricity. The social and economic inequalities in these areas affect the full participation of women in education and the decision-making process, women and young girls are vulnerable and exposed to increased incidences of Gender Based Violence / Sexual Exploitation and Abuse (GBV/SEA). Further, cultural practices and beliefs also play a huge role in contributing to gender inequality.

D. 2. Borrower's Institutional Capacity

The project will be implemented by a Zambian based civil society organization, Civil Society for Poverty Reduction (CSPR), with a strong track record of working with vulnerable communities in rural areas. Further, CSPR leads the network on Civil Society Organisations in Zambia and provides policy recommendations to the government in the implementation of social accountability activities to increase citizen participation and community development planning, budgeting and service delivery process. However, CSPR does not have experience on Bank finance led projects but will partner with Partnership for Transparency Fund (PTF) based in Washington DC which has experience in implementing Bank financed led projects. CSPR will be responsible for the receipt and management of the Japanese Social Development Fund (JSDF) grant funds, the PTF-Africa will provide management and technical support to CSPR for implementing activities and monitoring the results pertaining to the achievement of the PDO. Nonetheless, they both have no knowledge and experience on the new Environmental and Social Framework (ESF). The ESF standard places a high obligation on the client and will require having dedicated environmental and social staff to run the day to day activities of the project. Given the institutions low capacity and inexperience with the ESF, adequate staffing resources will be required to support the project preparation process, as well as the implementation and monitoring of the project. The TORs for the environmental and social focal points will be prepared by CSPR and approved by the



World Bank. Capacity building and training on the relevant ESF requirements will also be provided for CSPR at the onset of the project and will be specified in the ESCP.

II. SCREENING OF POTENTIAL ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

The environmental risk rating is Moderate. During the operational phase, environmental impacts are associated with the future generation of electronic waste from used or damaged Information Technology and electronic handheld devices and from the use of PPE. Project e-waste could potentially route through the informal recycling market or disposed of directly into the environment. Both actions have the potential to expose workers, the community and the local environment to toxic metals and particulate matter. The extent of electronic waste could possibly be 20 Desktop computers, 20 tablets and 20 mobile phones due to an approximate budget of 20K USD for IT equipment. A more definitive list of IT equipment will be presented in the Appraisal ESRS. Covid-19 related PPE waste will be generated from stakeholder consultations and engagements and during monitoring visits to project sites. PPE waste is likely to consist of face shields, face masks, particulate respirators, nitrile glove and hand sanitizer bottles.

The project will have a net positive impact on the environment by strengthening community engagement and participation to monitor, conduct reviews and assess the quality of school construction or renovation and worker commitment to their legal responsibilities. In addition, the potential exists to include aspects of environmental sustainability into capacity development for communities. Capacities include the development of individual capacities to assess and analyse environmental issues, choose sound management options and formulate policies and plans. Technical capacities can be developed through the management of pollution prevention programs and the protection and sustainable management of natural resources.

Social Risk Rating

Moderate

The social risk rating is moderate considering the activities that will be implemented. The main risks associated with the project relate to social exclusion which could limit participation among target communities. Furthermore the project is being prepared and implemented during the Covid19 pandemic. There is a likelihood of community exposure and increased spread of Covid19 during implementation of project activities.

Proposed project activities constitute a low social risk, as the focus is on building capacity of communities in social accountability in education service delivery and empowering communities to engage and participate in dialogue with school management and local authorities in demanding improved education service delivery. The project will bring positive impacts to the communities through the improved capacity of communities in social accountability in education service delivery.

However, project activities will involve consultation meetings between communities, school management and local authorities, although not in large numbers, such activities may potentially put participants at risk of exposure to Covid19. There is also a risk of stigmatization against people perceived to have contracted the virus and this may negatively affect their prospects of participating in project activities after having recovered from the virus. Provisions will be put in place to avoid project beneficiaries and stakeholders from getting infected by the virus, such as reducing



mass gatherings, supporting physical distancing, and addressing social stigma associated with Covid19. In addition, the project will provide relevant information to beneficiaries on access to medical services in case they get infected with Covid19.

Tailor-made procedures for addressing social stigma associated with Covid19, conducting public meetings under Covid19 constraints, will be prepared based on relevant Ministry of Health (MOH) guidelines, WHO technical guidelines and the World Bank Technical Note on public consultations under Covid19 constraints. A Stakeholder Engagement Plan (SEP) will be prepared as part of the project design and will include aspects on Covid19 constraints.

Social exclusion is envisaged as a risk since the project has numerous stakeholders including local community groups, school management committees and district education offices. There is a risk that some stakeholders (such as people living with disabilities, marginalized women and the elderly) might not be able to actively participate in project activities. There is also a risk that the elite community members may dominate the discussions and provide limited space for participation of vulnerable groups, including women, people living with disabilities or marginalized groups. Furthermore, existing social and cultural norms may contribute to limited participation of women community consultations. Prevailing gender inequalities may also affect women's participation. Whilst not immediately evident, incidences of sexual exploitation may arise from those wielding power among community participants. The project will promote participation of all stakeholders through adoption of codes of conduct which will set guidelines for engagement and address prevention of sexual harassment.

A Stakeholder Engagement Plan (SEP) will be developed to provide a means for effective and inclusive engagement for all stakeholders. It will outline measures to mitigate risks of exclusion and ensure that appropriate information is disclosed in a timely and appropriate manner. This action will be closely coordinated with ongoing communication activities under the Zambia Enhancement Education Project (ZEEP) to ensure that the Ministry of General Education (MOGE), school management and local authorities are supportive of measures to reduce and mitigate these risks.

B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered

B.1. General Assessment

ESS1 Assessment and Management of Environmental and Social Risks and Impacts

Overview of the relevance of the Standard for the Project:

ESS1 is relevant as it applies to all projects supported through Investment Project Financing. Although the project does not involve physical construction of infrastructure in the selected districts, the project entails specific environmental and social risks with respect to the current and expected post Covid19 pandemic situation in Zambia. The activities of training, public dialogue, peer-to-peer community learning, consultation meetings with communities, school management and local authorities, visiting of primary and secondary schools, and collecting data from the schools, are required to be adequately assessed, managed, and monitored for risks of exposure and infection to the Covid19. Public meetings and/or stakeholder gatherings although not in large numbers, pose the risk of infection and transmission. In consideration of this risk, the project will seek protective and/or alternative means for conducting meetings and training such as undertaking virtual communications to the extent possible. A guideline on conducting



meetings under Covid19 constraints will be prepared by the project as part of the Labor Management Procedure (LMP), based on the WB Technical Note: Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings, and included in an ESMP, and in the SEP.

There will also be recurring exposure and risk of infection and transmission of the virus as the project workers are expected to travel extensively to meet with community leaders, Parent-Teacher Associations (PTAs), Ward Development Committees (WDCs), primary and secondary school management, district education offices and other relevant service providers and community groups communities and schools. A Personal Protective Equipment (PPE) protocol will be put in place along with the appropriate Occupational Health and Safety (OHS) training for project workers to protect them from the virus and other communicable diseases. The training will follow WHO guidelines on Considerations for school-related public health measures in the context of COVID19. The PPE protocol will be part of LMP, included in the ESMP and will be provided to the project workers. The CSPR will secure sufficient allocation of budget for PPE provisions and other relevant disease prevention measures.

Stigma and discrimination may occur against people associated with or perceived to have contracted the virus. Provisions will be included in the ESMP to prevent and address social stigma associated with Covid19, the project will develop culturally appropriate messaging in accordance with MOH and WHO technical guidelines on Covid19. These messages will be included in the SEP to ensure the risk of discrimination is managed.

There is a risk of elite capture during community consultations, with selected participants dominating discussions and limiting participation of vulnerable groups, including women, people living with disabilities or marginalized groups. Furthermore, existing social and cultural norms may contribute to limited participation of women community consultations. Prevailing gender inequalities may also affect women's participation. Whilst not immediately evident, incidences of Sexual Exploitation and Abuse (SEA) may arise from those wielding power among community participants. The project will promote participation of all stakeholders through adoption of codes of conduct which will set guidelines for engagement and address prevention of sexual harassment. In consideration of this risk, a guideline on conducting meetings will be prepared by the project as part of the SEP, and included in the ESMP, and LMP. The LMP will include measures for community workers to register grievances associated with the work place in accordance with ESS 2 requirements.

The ESMP will include information on: i) guidelines on how to collect data from school facilities, inclusion of people living with disabilities, poor, and vulnerable households in the consultations; ii) health protocols to protect and avoid transmission and infection of Covid19, including selection and wearing of appropriate PPE, social and physical distancing measures, and provision of proper working conditions in the field as well as prevention measures to address social stigma associated with Covid19; and iii) guideline to conduct meetings and training emphasizing requirement for social distancing, and small and restricted assemblies under Covid19 constraints.

Proper training on the risk management procedures including OHS measures will be provided by the project's environmental and social focal points for the project workers and volunteers to ensure they fully understand the protocols and principles outlined in the ESMP.

The timeline for preparation of the ESMP, requirement for disease prevention (including PPE) budget allocation, its provision and training will be established in the ESCP. The project will appoint an environmental and social focal



point, provide oversight and technical support to ensure that environmental and social risk management, especially on managing Covid19 risk and taking the necessary OHS measures are adequately integrated into the project design through the Terms of References (ToRs) for the focal points. The ToRs for the Focal Points will be prepared by CSPR and approved by the World Bank.

Areas where “Use of Borrower Framework” is being considered:

None. The project will apply the Bank Environmental and Social Standards.

ESS10 Stakeholder Engagement and Information Disclosure

ESS10 is relevant. As the main focus of the project is developing collaborative social accountability mechanism among the relevant stakeholders to improve the capacity of communities in engaging with school management and local authorities in the delivery of education services in the selected districts, the stakeholder engagement will become an essential part of the project. A SEP will be prepared in consultation with a number of stakeholders who have been identified as directly or indirectly impacted by the anticipated project. These include, ZEEP, community leaders, PTAs, WDCs, primary and secondary school management, district education offices and other relevant service providers, and various community groups. The SEP will also provide guidance on conducting public meetings during and/or post Covid19 pandemic. A tailor-made guideline for conducting public meetings under Covid19 constraints for the purposes of the project will be prepared by referring to World Bank Technical note on Public Consultations and Stakeholder Engagement in World Bank supported operations when there are constraints on conducting public meetings and/or refer to MOH and WHO technical guidelines on Covid19. The specific requirements for conducting meetings under Covid19 constraints will also be included in the SEP. A draft version of the SEP will be disclosed on the CSPR/TPF website and the Bank website prior to appraisal. All engagements conducted during the project course will be recorded and documented. These requirements will be established in the ESCP.

A Grievance Redressed Mechanism (GRM), will be established for the project to provide stakeholders, which includes the targeted communities with the opportunity to lodge-in their grievances that may include violation to the code of conduct. The GRM will also include a referral system for managing GBV/SEA complaints. The handling of grievances will be done in a culturally appropriate manner and be sensitive to confidentiality of the aggrieved person. It should also allow anonymous complaints to be addressed and resolved. Project workers will inform all the stakeholders participating in the project on the GRM channels and that concerns are expected to be addressed promptly, effectively, and in a transparent manner.

B.2. Specific Risks and Impacts

A brief description of the potential environmental and social risks and impacts relevant to the Project.

ESS2 Labor and Working Conditions

ESS2 is relevant. The project will engage staff under CSPR as well as community workers will be tasked as facilitators in collecting monitoring data in selected ZEEP primary and secondary schools. With reference to ESS2 requirements, CSPR project staff are considered as direct workers for the project, while community volunteers are community



workers and hence ESS2 applies. The main risks to these direct project workers and community workers are exposure to infection and transmission of Covid19 while undertaking stakeholder meetings and visiting selected ZEEP primary and secondary schools. A guideline on conducting meetings under Covid19 constraints will be included in the LMP, to protect their health and safety. Adequate training will be provided to community workers in performing their tasks to avoid the potential risk of getting infected with the virus and other communicable diseases. The project will also provide relevant information to the community workers access to medical services in case they get infected with Covid19.

The LMP will provide information on the specific project activities that are assigned to direct project workers and community workers, and the nature of the potential risks and impacts to those workers. Terms of conditions on which the direct project workers and community laborers will be engaged, amount and method of payment for services, provision of health insurance for the workers (if applicable), working times, provision of proper working conditions for volunteers when working in the field, and a GRM for both direct project workers and community workers to raise grievances in relation to the project will be included in the LMP.

ESS3 Resource Efficiency and Pollution Prevention and Management

The project will generate electronic waste in the form of desk top computers, scanners, printers, monitors, mobile phones and tablets and, if not properly managed, could be processed through informal local recycling markets or directly disposed into the local environment. Informal recycling markets process e-waste by shredding, burning and dismantling equipment in backyards and other local community environments. This practice has the potential to expose the community and those involved in the practice to toxic metals such as lead, mercury and fine particulate matter. Informal e-waste workers and the local community can be exposed to contamination through skin contact, smoke, dust and the consumption of drinking water and food. Toxic chemicals and metals from e-waste could enter soils and water sources and may be present in some agricultural or manufactured products and aquatic ecosystems.

In addition to e-waste the project has the potential to generate Covid-19 related PPE waste. PPE waste will be generated because of Covid-19 personal protection requirements when engaged in stakeholder consultations and meetings at the community, local authority and school management levels. PPE waste is likely to consist of face shields, face masks, particulate respirators, nitrile glove and hand sanitizer bottles. Both this risk and the risk of e-waste will be mitigated through the development and adherence to a Waste Management Plan.

There is the potential to enhance resource efficiency and pollution prevention measures by incorporating environmental sustainability into capacity development for communities. This could be achieved by building individual environmental functional and technical capacities to deliver a capability to assess local environmental issues and aspects and to provide solutions for their effective and efficient management. In the school context examples include the promotion of water conservation through rainwater harvesting and other sustainable water practices, removal of ponding water to avoid vector borne diseases, appropriate conveyance, storage, treatment and evacuation of wastewater, the efficient removal of solid waste (to control flies and other insect vectors) and the promotion of health and hygiene.



ESS4 Community Health and Safety

ESS4 is considered relevant. The main potential risk to community health is exposure to Covid19 whilst participating in training; public dialogues; peer-to-peer community learning; consultation meetings between communities, school management and local authorities; visiting primary and secondary schools under ZEEP; and collecting data from the schools. A PPE protocol will be put in place to ensure safe application of reusable PPEs and proper final disposal of single use PPEs to prevent further transmission and infection of Covid19 to the community. Proper training on the risk management procedures including OHS measures will be provided by the project's environmental and social focal points for the community workers to ensure they fully understand the protocols and principles outlined in the ESMP.

It is not anticipated that project activities will result in increased incidences of GBV/SEA against target communities. It is however noted that existing unequal power relations among community participants and MOGE officers may result in forms of abuse targeted at vulnerable groups, in particular women participants. To safeguard the community and stakeholders against this risk, the project will adopt a code of conduct for all participants (including local community groups, school management committees and district education offices). This will include provisions to address GBV/SEA and will outline the process of addressing these complaints should they arise. These procedures will be developed in line with guidance from the Good Practice Note on GBV.

Electronic waste to be potentially generated by the project also provides a long-term risk to the community, if such e-waste is not appropriately managed and disposed of, which may result in contamination of soil and groundwater and lead to environmental health issues.

The project does not involve any civil works and there will be negligible risks to community health and safety in terms of labor influx, and construction and traffic related safety .

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

ESS 5 is currently considered not relevant since the activities will not involve any land acquisition, restriction on land use or involuntary resettlement . Nevertheless, communities will monitor the ZEEP new school constructions and renovations, classroom expansions, constructions for school related facilities such as boarding facilities, teacher residence and water and sanitation facilities in their districts, assessing the management of social and environmental impacts.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

The project does not involve construction or land acquisition. Any impacts on biodiversity conservation involving any of the project's use of the education hubs or their satellite sites will be addressed in another project (Early Childhood Learning Enhancement Project (P174012)).

ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities

ESS7 is currently considered not relevant as preliminary assessment indicates that there are no distinct social and cultural groups exhibiting characteristics of Indigenous or historically under served traditional local communities



present in the project areas. A social assessment will be undertaken as part of the project's environmental and social assessment during preparation of the ESMP to confirm absence of Indigenous or historically under served local communities.

ESS8 Cultural Heritage

ESS8 is currently considered not relevant because the project is aimed at strengthening community participation in service delivery and, therefore, there are no project physical components that will have a material impact on tangible or intangible cultural resources or heritage.

ESS9 Financial Intermediaries

ESS9 is currently considered not relevant as the project will not include financial intermediaries.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways No

OP 7.60 Projects in Disputed Areas No

III. WORLD BANK ENVIRONMENTAL AND SOCIAL DUE DILIGENCE

A. Is a common approach being considered? No

Financing Partners

The Japanese Social Development Fund. The CSPR will be responsible for the receipt and management of JSDF grant funds.

B. Proposed Measures, Actions and Timing (Borrower's commitments)

Actions to be completed prior to Bank Board Approval:

Finalize the following:

- i. The draft Environmental and Social Commitment Plan (ESCP) will be required at the Appraisal stage.
- ii. The Stakeholder Engagement Plan (SEP) will be drafted and disclosed prior to appraisal. The SEP will be finalized and re-disclosed within one month of project effectiveness.
- iii. The Labor Management Procedure (LMP) will be implemented before the engagement of workers in the project. A draft will be required before Appraisal.



- iv. The Waste Management Plan (WMP) for PPE waste will be required before face to face stakeholder consultations begin or before board approval, whichever is the earliest required period and the WMP for electronic waste will be required prior to board approval to ensure the capture of e-waste during implementation.
- v. The ESMP that will include risks and mitigation measures to project workers and community workers will be required before board approval.

Possible issues to be addressed in the Borrower Environmental and Social Commitment Plan (ESCP):

- i. Terms of Reference (TOR) for Environmental and Social Focal Points.
- ii. Appointment of Environmental and Social Focal Points.
- iii. Capacity building/training plan.
- iv. Monitoring and reporting.
- v. Finalization of the Stakeholder Engagement (SEP)
- vi. Preparation of Labour Management Procedure (LMP) including worker Grievance Redress Mechanism (GRM).

C. Timing

Tentative target date for preparing the Appraisal Stage ESRS

31-Oct-2020

IV. CONTACT POINTS

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Borrower/Client/Recipient

Borrower: Civil Society for Poverty Reduction (CSPR)

Implementing Agency(ies)

Implementing Agency: Civil Society for Poverty Reduction (CSPR)



V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

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Practice Manager (ENR/Social)	Iain G. Shuker Recommended on 21-Sep-2020 at 12:51:15 GMT-04:00